

The Relationship between Teacher Motivation and Student Achievement: Positive Influence on Student Academic Achievement

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Abstract

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This research aims to examine the relationship between teacher motivation and student learning achievement and its positive influence on student academic achievement. Teacher motivation is expected to be a key factor influencing student development and learning achievement. This research uses quantitative methods with a correlational approach involving samples of students and teachers in several junior high schools. Data is collected through a questionnaire that measures the level of teacher motivation and student learning achievement which is analyzed through test scores and assignments. The research results show that there is a significant and positive relationship between teacher motivation and student learning achievement, where high teacher motivation can increase students' enthusiasm for learning, improve concentration, and have a positive impact on their academic achievement. These findings suggest the important role of teachers in creating an inspiring learning environment and motivating students to achieve optimal academic achievement. Thus, increasing teacher motivation can be an effective strategy for improving the quality of education in schools.

Keywords:

Teacher Motivation, Learning Achievement, Academic Achievement, Education, Students.

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A. Introduction

Learning is a relatively permanent change in potential behavior as a result of experience or reinforced practice. (*Learn - Indonesian Wikipedia, the free encyclopedia*, t.t.) Learning is an important process for human behavior and includes everything that is thought and done. Learning plays an important role in human development, habits, attitudes, beliefs, goals, personality and even perception. Djamrah stated that learning is a series of physical and mental activities to obtain a behavioral act as a result of an individual's experience in interaction with the environment regarding cognitive, affective and psychomotor skills. (Rozak, t.t., p. 6) Learning is an important thing that humans must do to deal with changes that occur in an environment that is always changing all the time. So that by learning someone will be ready to face the rapid development of today's era. Learning is a human process to achieve various kinds of competencies, skills and attitudes. Learning starts from birth until the end of life. As a baby, a baby masters simple skills such as holding a bottle and getting to know the people around him. When you reach childhood and adolescence, a number of attitudes, values and social interaction skills are achieved as competencies. (Mubin, t.t., p. 1) Educational success can never be separated from learning and learning activities which are the core activities of the process of achieving learning achievement. Learning and learning activities involve elements, namely, teachers, students, learning facilities and processes and learning itself. Teachers need to understand student development. Student development includes: physical development, socio-emotional development, and leads to intellectual development. Physical development and socio-emotional development have a strong contribution to students' intellectual development or

mental development and cognitive development. (Umar et al., 2020, p. 15)

So from several expert opinions related to the meaning of learning explained above, it can be concluded that learning is a real activity that is deliberately carried out by someone, in this case a student, repeatedly and cannot be separated from direct interaction with their environment with the aim of making changes in themselves which will later produce changes in terms of knowledge, attitudes and thought patterns.

In everyday life, humans will always be side by side with the world of education, where education is a science related to ways of thinking, communicating and solving problems. Especially in this era of globalization, we are required to be able to keep up with the progress of the times. One means of keeping pace with the progress of the times is to improve the quality of human resources through education. (Sirait et al., 2022, p. 435) Every individual who goes through education will experience a learning and learning process. The learning process will guide individuals to find out what they don't know, new experiences through interaction so that changes in behavior in each individual are created. As according to Rusman, learning can be interpreted as a process carried out by individuals to obtain new behavioral changes as a whole, as a result of the individual's own experience in interacting with his environment. (Salmiah et al., 2021, p. 107) Education has a dynamic power in human life in the future. Education can develop various kinds of potential optimally. Education is a complex human phenomenon, so education can be seen from various points of view in the world of education.

In order to increase motivation and grow student learning activities, the teacher's function as a motivator is very important. For the teaching and learning process to be dynamic, teachers must be able to motivate students, emphasize their strengths, unlock their potential, and inspire activity and innovation. Teaching is a career that requires skill. Because if a teacher is only good at speaking in certain fields or aspects, he still cannot be called a teacher. Teachers must be able to guide, teach, direct students to become knowledgeable, capable and creative individuals so that they can improve the quality of students. Thus, teachers must be professional in their work. Teachers can be said to be professional if they are able to improve their quality, so there is a need for teacher strategies in teaching. To become a professional teacher, teachers must be able to master various other knowledge that needs to be fostered and developed through specific education. Thus, the teacher is a leader figure (Wina Wardiana, 2022). Motivation is one of the key factors that influences student learning achievement. Motivation, from both the student and teacher side, plays an important role in determining a student's level of academic success and personal development. One element that is often the center of attention is teacher motivation.

Teacher motivation, namely internal and external encouragement that influences their enthusiasm and dedication in the teaching process, can have a significant impact on student learning achievement. By stimulating student motivation, students will be more diligent in studying so it can be hoped that student learning achievement will be better. Motivation to learn has a big impact, because motivation comes from within oneself (Pramitasuri et al., 2023, p. 203). It is important to understand how teacher motivation can influence student achievement so that appropriate steps can be taken to improve the quality of education. By studying the relationship between teacher motivation and student achievement, we can identify strategies to support and increase teacher motivation, which in turn can have a positive impact on student achievement. This is one of the characteristics that the educational

process is said to have achieved if students are able to prove that their interest in learning has increased in order to achieve the desired goals. (Warohmah, 2022, p. 804) Meanwhile, according to Makki & Aflahah (Hae, Tantu, & Widiastuti, 2021), learning motivation really determines the level of achievement of children's learning achievements. Motivation is a change in energy within a person's personality which is characterized by the emergence of effectiveness (feelings) and reactions to achieve goals (Harahap, et al., 2021). According to (Zulfiana, 2014) changes in energy can take the form of changes in physical activity. Because a person has a certain goal for his activities, a person has a strong motivation to achieve it with all the efforts he can make to achieve it. (Hidayatullah, 2021, p. 3)

Teacher motivation not only influences how material is delivered, but also how the learning atmosphere is set and how interpersonal relationships in the classroom are built. Motivated teachers are often more innovative in teaching methods, more responsive to student needs, and better able to create a supportive learning environment. On the other hand, a lack of motivation in teachers can result in monotonous learning, lack of attention to student development, and a decrease in the quality of teaching. In education and teaching, a teacher's job is not only as an administrator, class manager, mediator and facilitator, but the teacher must also act as a motivator and guide. If this can be implemented as well as possible by the teacher, it will help in efforts to achieve student learning achievement. The role of the teacher as a motivator is important in order to increase enthusiasm and develop student learning activities. Teachers must be able to stimulate and provide encouragement and reinforcement, dynamize students' potential, foster self-reliance (activity) and creativity (creativity) so that there will be dynamics in the teaching and learning process. (Mubin, t.t., p. 3)

According to Nana Sudjana, learning achievements are the abilities that students have after receiving their learning experience. Achievement is an activity that has been done, created either individually or in a group. What is achieved by students after carrying out learning activities is called achievement. Regarding what students have achieved after carrying out teaching and learning activities, some call it learning achievement. Learning achievement is what students have achieved after carrying out learning activities. This understanding illustrates that achievement is the result of student achievement in learning obtained from evaluation, and expressed in the form of scores and grades. A student's learning achievement is measured by comparing it with the achievements achieved by his classmates or group. (Mutmainnah & Hartati, 2021, p. 14). Desired results can be achieved if one's motivation is built and shared with others. "Learning achievement is a change in student behavior that occurs directly as a result of teaching and learning and is in line with educational goals." (Marbun et al., 2022, p. 3498)

This research aims to explore and analyze the influence of teacher motivation on student learning achievement, with the hope of providing valuable insights for the development of more effective educational policies and teaching practices. How important it is for teachers to provide motivation to their students, namely to foster students' interest in learning, in this article, namely teacher motivation for student learning achievement. (Bunyamin & Faujiah, 2014 p. 2). Discipline is related to a person's personality characteristics. Discipline can be defined as a person's behavior that forms a certain pattern that has been determined or has been approved. A person will follow a certain pattern according to rules or habits that are carried out repeatedly.

This can happen, considering that schools act as institutions that are responsible for forming the disciplined character of students. The character of discipline grows and develops in each student with direction, rules, regulations and examples from teachers. Therefore, teachers must be able to carry out their role well, behave well so that their students can imitate them, be kind, dress neatly, respect each other and appreciate each other. Teachers must also set an example by being disciplined in coming to teach on time. In this way, a hypothesis can be prepared (Budiningsih et al., 2022, p. 152)

B. Theoretical basis

1. Motivation

Motivation can be interpreted as an urge that arises from within a person to carry out an activity so that he can achieve a predetermined goal. A person at work also needs motivation which is called work motivation. In learning activities, teaching motivation is very necessary. And student learning achievement is very necessary for teaching motivation. Student learning achievement will be optimal if supported by teacher motivation (Badrus, 2018, p. 2). Learning motivation contains the students' goals or aspirations. It is hoped that students will be motivated to learn so that they understand what is the goal of learning. In addition, students' good learning conditions will cause the students to be enthusiastic about learning and able to complete assignments well. (Bundu, t.t., p. 2)

According to Wahjosumidjo (1994: 174) explains the meaning of motivation as follows: "Motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions and decisions in a person which causes the person to act. And motivation as a psychological process arises due to factors within a person himself which are called intrinsic or factors outside of himself or extrinsic. Factors within a person can be in the form of needs, attitudes, experiences, education, ideals that support the future. Meanwhile, extrinsic factors can be generated by various sources such as; leaders, rules, co-workers. (Sumiyati, 2019, p. p 40)

According to Ngalim Purwanto, motivation is "encouragement"; an effort that consciously influences a person's behavior that has moved him to do something to achieve a goal. Meanwhile, according to Mc Donald, motivation is a change in energy that occurs in a person, characterized by the emergence of feelings and starting with a reaction to the existence of a goal (Haryono, 2019). In psychology, motivation is defined as what is found in a person that can influence his behavior (Joenita). Based on several definitions of motivation that have been mentioned, it can be concluded that motivation is a driving force that causes an action to achieve a certain goal. (Ardiansah, 2023, p. 18)

Motivation is a psychological condition that encourages someone to do something. There are three components in motivation, namely as follows:

a. Need

Needs occur when an individual feels there is an imbalance between what he has and what he hopes for. According to Maslow, humans have several basic needs that must be met, namely the need for life and the need for security

b. Encouragement

Encouragement is a mental force that is oriented towards fulfilling hopes or achieving goals.

c. Objective

Hope or goal to be achieved from motivation after needs and encouragement.

(Edham Al Farizi, 2022, p. 5)

In understanding motivation, there are three key words that need to be understood, namely intensity, direction and persistence. Intensity emphasizes how much effort a person makes in achieving their goals. If a person has high intensity it will lead him to realize his goals, unless there is intervention into a larger goal which includes a common goal in an organization. Therefore, in the context of motivation, it is necessary to have a direction dimension as a guide to achieving the goals you want to achieve. Greater efforts in achieving organizational goals need to be developed in one's paradigm. In the end, motivation also has a dimension of persistence, which is related to the measurement of a person's duration or time in an effort to maintain consistency in achieving goals. An individual who has high motivation will certainly persist and consistently achieve the goals that have been set. (Puspitasari et al., 2022, p. 545)

In the Qur'an, Allah also explains the importance of motivation in learning, namely in Surah Al Mujadalah Verse 11 which reads *"O you who believe, when it is said to you, 'Give room in the assemblies,' make room, God will surely give you room. When it is said, 'Stand up,' (you) stand up. God will surely raise the believers from among you and those who are given knowledge to several degrees. God is most careful about what you do."*

As explained in surah Al Mujadalah verse 11, that God commands Muslims to seek knowledge, both knowledge about this world and about the hereafter. In addition to that, God also calls to provide facilities for others in the pursuit of knowledge, thus God will also provide facilities for us in the pursuit of knowledge. Allah will raise the ranks of those who believe and have knowledge and Allah knows everything that His servants do. From here we can see that God has given motivation to His people to seek knowledge by raising the ranks of those who believe and have knowledge. (Salmiah et al., 2021 p. 108). Motivation is used as a driving force in the learning and teaching process, motivation is an effort to provide the conditions so that students want to do something. If the student does not like it, then he will try to avoid it.

Considering that motivation has a very urgent role in learning, both in planning, implementation, evaluation and achievement. The indicators in the learning process are: high desire to learn, enthusiasm in learning, self-confidence, great curiosity, full concentration when studying, results. Motivation has an important role in learning, difficulties are considered as challenges that must be resolved, full of optimism about what is done, tenacity, has high patience and reasoning. If these indicators are fully owned by students, then educators will feel comfortable, happy to provide material, optimal and enthusiastic in carrying out the process of teaching and learning activities in the classroom. On the other hand, if conditions are found in the class, students have low motivation with indicators such as: lack of interest in learning, lack of concentration, easily pessimistic when facing learning difficulties, low enthusiasm, doing assignments feels heavy, difficulty in learning, dependence on other people, pessimistic when facing learning difficulties. The fact is that students like that tend to be lazy about going to school, sleep in class, come to school late, don't do assignments in class, depend on their friends for tests, and like to make noise in class. So a class situation like that is uncomfortable, the teacher will have difficulty providing material so that his time will be spent just teaching or guiding. (Wardiana, t.t., p. 1142)

Likewise, teachers are one of the factors that have an important role in achieving success in the teaching and learning process. Teachers must have good

motivation in carrying out their teaching duties. Good motivation can be interpreted as the emergence of a high desire and awareness in carrying out teaching tasks without the presence of other elements which result in teachers being forced to carry out their teaching tasks, for example being afraid of leaders, wanting attention and so on. If motivation like this arises in a teacher to carry out his duties, then the teaching and learning activities carried out will only be a release of responsibility without being supported by a strong moral burden. (Badrus, 2018, p. 3)

In learning, students will experience both internal and external influences. Internal influence is influence that arises from within oneself, while external influence is influence that arises from outside the student. This is in line with Gestalt theory. Learning is a developmental process. This means that naturally the child's body and soul experiences development. Development itself requires something both from the student himself and influences from his environment. Motivation is used as a driving force in the teaching and learning process, motivation is an effort to provide conditions so that students want to do something. If the student doesn't like it, then he will try to avoid it. Learning achievement is a process activity to increase knowledge, skills and attitudes, process skills and is carried out by generating positive behavior for the learner. Learning achievement can also be said to be the results obtained in learning in the form of knowledge and attitudes obtained by students while following lessons at school which are expressed in the form of numbers. If learning is a person's effort to achieve the goal of changing himself to become clever, knowledgeable and knowledgeable, while achievement is the result obtained from his activities. (Mutmainnah & Hartati, 2021, p. 11)

The motivational function is as follows:

- 1) Encourages humans to act, acting as a driving force or motor that releases energy.
- 2) Determine the direction of change, namely towards the goals to be achieved.
- 3) Selecting actions, namely determining what actions must be done in harmony to achieve the goal, by eliminating those actions that are not useful.

From the opinion above, it can be developed that the function of motivation is:

- a) Encourages humans to act, namely functioning as a driver or motor that provides energy (strength) to someone to carry out a task.
- b) Determining the direction of action, namely towards a goal or ideal, preventing deviation from the path that must be taken to achieve the goal. The clearer the goal, the clearer the path must be taken.
- c) Selecting actions, namely determining which actions need to be selected which are beneficial or useful or which are not useful.
- d) As an incentive to achieve achievement through optimal hard work.

The function of motivation is to encourage people to act, determine the direction of action, to achieve goals and select actions, namely which actions will be carried out. Motivation can also function as a driving force for business and achievement. A person undertakes an effort because of motivation. Having good motivation in learning will show good results. In other words, with diligent effort and especially based on motivation, someone who studies will be able to produce good achievements. The intensity of a student's motivation will greatly determine the level of learning achievement. (Fatmasari, 2014, p. 430)

The purpose of teacher motivation is to fulfill students' life needs, especially in terms of learning, such as (1) the need to do something as a learning activity in order to achieve the expected achievements, (2) the need to please other people, and (3) the need to overcome problems. (Bunyamin & Faujiah, 2014, p. 6)

2. Learning achievement

Learning achievement is of course very important to know the child's abilities because from the achievements and successes the child will be more enthusiastic in learning and will continue to learn in order to achieve the desired achievements. Before discussing further about learning achievement, it is necessary to first understand the meaning of student learning achievement. (Ala; & Ala;, 2022, p. 29)

Achievement is the result that has been achieved by students, namely behavior expressed in the form of scores (numbers). The process is obtained thanks to learning. In the Big Indonesian Dictionary it is stated that what is meant by achievement is "Results that have been achieved (done, done, etc.)". Thus, it can be understood that the meaning of learning achievement is the mastery of knowledge or skills developed in a subject, usually shown by test scores or grades given by the teacher. Starting from the definition above, it can be formulated that learning is a process of changing a person's behavior or personality based on interactions between the individual and his environment which are carried out formally, informally and non-formally. This learning achievement is an indicator and can be used as a reference for the extent of the knowledge and skills that are expected to be previously possessed in order to be able to strive for improvement.

Learning achievement is what students achieve in the process of teaching and learning activities by bringing about a change and shaping a person's behavior. Learning achievement can be seen from daily tests (formative), mid-semester test scores (sub-summative), and semester tests (summative). (Edham Al Farizi, 2022, p. 6) The knowledge and abilities that a person has obtained as a result of various learning experiences are referred to as learning achievements. People who learn will ultimately benefit from the knowledge they gain while doing so. The effectiveness of learning and teaching can be evaluated using benchmarks such as student learning achievement. (Marbun et al., 2022, p. 3498) Student learning achievement at school is often associated with the student's learning problems in understanding the material. This is caused by students' learning factors being less effective and even the students themselves not feeling motivated in participating in class learning, causing students to lack or not even understand the difficult material given by the teacher. This tendency towards less interesting learning is a natural thing experienced by teachers who do not understand the needs of these students both in terms of characteristics and in the development of knowledge. (Bahar, t.t., p. 2)

Learning achievement appears to occur as changes in behavior in students that can be observed and measured in the form of changes in knowledge, attitudes and skills. This change can be interpreted as an improvement and better development compared to before. for example from not knowing to knowing and from not understanding to understanding. Results in learning must be seen to be related to educators in educating. The teacher's teaching style must attract students' interest, so that the learning process is good, in the end students easily understand the lessons taught by the teacher. Teaching sincerely and wholeheartedly is the correct teaching style, so it motivates and increases students' interest in learning. With varied teaching styles, students will be enthusiastic about learning, so that student learning

achievements will be satisfactory. Therefore, teachers must always adapt their teaching conditions to students' conditions so that they achieve success in learning economics. Previously, research had been conducted on teachers' teaching styles having a significant effect on student learning achievement. Based on the description above, the aim of this research is to determine the influence of achievement motivation and teacher teaching style on learning achievement.

We can differentiate factors that influence student learning achievement or learning achievement into two types, namely:

1. Factors that exist within the organism are called individual factors. Individual factors include the following: maturity or growth factors, intelligence or intelligence factors, training and repetition factors, motivation factors, and personal factors.
2. Factors that exist outside the individual are called social factors. This includes factors outside the individual or social factors, including: Family factors or household conditions. The family atmosphere and circumstances vary, including how and to what extent children experience learning, teacher factors and how they teach, factors in the tools used in teaching and learning. Teacher factors and how they teach are closely related to the availability of learning tools available at school. Schools have the equipment and supplies needed for learning plus qualified teachers which will speed up and make learning easier for children, environmental factors and available opportunities and social motivation factors.

So learning achievement is the result achieved by students during the teaching and learning process within a certain period of time, generally learning achievement in school takes the form of giving grades from teachers to students as an indication of the extent to which students have mastered the subject matter they are presenting, usually this learning achievement is expressed in numbers, letters or sentences and is found within a certain period. (Bundu, t.t., p. 13) The teacher's goal is to provide constructive or more personal motivation to students so that students are able and able to produce good values within themselves and in their lessons. A good teacher will never stop providing direction and motivation to students until the students are truly capable and understand what our true goals for learning and our goals for the future are. The existence of good teacher motivation will greatly influence student learning achievement. Learning achievement is the learning achievement achieved after going through the process of teaching and learning activities. Learning achievement can be shown through the grades given by a teacher (Mubin, t.t., p. 29)

Based on the description above, it proves that teacher motivation greatly influences student learning achievement. Thus, this motivation factor is the most dominant factor in achieving good results for the school.

C. Research methods

This research uses a qualitative research approach where qualitative research. The qualitative research approach is a research and understanding process based on methods that investigate social phenomena and human problems. Basri (2014) concluded that the focus of qualitative research is on the process and the meaning of the results. The attention of qualitative research is more focused on human elements, objects and institutions, as well as the relationships or interactions between these elements, in an effort to understand an event, behavior or phenomenon (McCusker & Gunaydin, 2015, p. 1). The data in this research is based on books and journals that are

relevant for the author to examine. The data analysis technique used in the research is qualitative data analysis, which in this research is in the form of opinions expressed by experts regarding learning media. These data are used as a basis to strengthen the author's argument in analyzing the influence. (Moto, 2019, p. 25)

The data collection technique in this research uses library research where researchers collect data by reading, studying and analyzing journals, books, articles from previous researchers that are related to the research object as well as other sources that support research such as photographs, drawings and electronic documents that can support the writing process. by looking for data related to the discussion in the title of the research that the researcher took. In this research, relevant data was collected in various ways, namely by literature study, literature study, internet search. (Habibatullah et al., 2021, p. 3)

D. Research Results and discussion

The discussion of the results of this research was carried out in order to provide an explanation and description so as to provide an understanding of the results of the research. This discussion contains a study of findings related to research so that it can be seen that there is an influence between teacher motivation and student learning achievement. In connection with the research that has been carried out, several research results will be presented (Hidayatullah, 2021, p. 1455). This research aims to determine the effect of teacher motivation on student learning achievement.

Based on the research results, it was found that the supporting factors for achieving student learning achievement are the facilities used both in terms of tools and environment which can support the implementation of the learning process as well as the competencies possessed by the teacher himself. According to Zuhairini, there are several supporting factors in learning, including the mental attitude of educators, the ability of educators, media, completeness of literature, and others. Wina Sanjaya also conveyed the same thing that there are several factors that can influence the learning system process activities, including teacher factors, student factors, facilities, tools, available media, and the environment. From the two opinions above, it can be explained that educators need to understand and master learning innovation so that they have the mental readiness and skills to implement various approaches and learning models to support success in carrying out teaching and learning activities. With this ability, educators will be able to manage students with all kinds of differences they have. Apart from that, facilities and infrastructure are also needed which include adequate media, tools and learning resources so that educators do not need to expend too much energy in delivering the material or learning materials that will be delivered to students in order to achieve learning objectives (Yumriani et al., 2022, p. 127)

The research results show that teachers have an important role in supporting student achievement as demonstrators, class managers, mediators, facilitators, evaluators and motivators. Teachers and students are very important components in the world of education. This is because teachers and students are the central point in teaching and learning activities. Success in teaching and learning activities is largely determined by teachers and students because the two of them interact directly. In education, one of the determining elements of success is influenced by the teacher. A teacher has the responsibility to ensure that the learning process at school can run according to the predetermined plan. Therefore, teachers are also required to have high levels of commitment, competence and professionalism in order to be able to carry

out their responsibilities as educators, teachers, and mentors for their students. To be able to work professionally, teachers must also have high work motivation, both originating from within themselves and influenced from outside themselves. This high work motivation can be a trigger for teachers to carry out their work optimally. (Puspitasari et al., 2022b, p. 546) The role of teachers as educators is to instill attitudes, values and behavior through exemplary attitudes and behavior or those learned in teaching and learning activities. Teachers need to pay attention to whether students are motivated or not in learning. Because if students have motivation to learn it will automatically have a good impact on changes in behavior in student learning achievement. If students' learning motivation is present in learning activities, it will influence changes in students' behavior and learning achievements to become better. This means that in children there is no change in energy, their affection is not stimulated to do something, because they do not have a goal or need to learn. (Giawa et al., 2020, p. 328)

Learning success is determined by the learning model, learning process and learning outcomes, however the teacher has an important role in arranging learning activities creatively and interactively so that students can achieve learning goals. The teacher's role in learning does not only focus on students' cognitive abilities, but also on the growth of skills and potential of each student and whether their growth and development is in accordance with the phase the child is experiencing. This factor is reinforced by Dimyati's opinion that there are several factors that can influence individual motivation, including: the emergence of desire because of seeing the potential of other people, the environment, family, living environment, ideals, stimulation from teachers in learning and school friends as well as the individual's physical condition and skills. Teachers have an important function in encouraging student motivation in learning. Below are several forms of motivation that teachers can apply in learning so that students can be interested and active in learning. Teachers are individuals who have the role of educating, teaching, providing guidance, training, opening views and providing responses and evaluating student learning achievements. Teachers provide opportunities for students to explore learning with guidance so that learning objectives can be conveyed (Safitri: 2019). Teachers also have the task of helping students in the development of students' skills and knowledge. Therefore teachers must be able to do this. When a teacher appears uninteresting, students are reluctant to participate in the learning process. then the learning objectives cannot be conveyed optimally to students. In other words, the teacher's role is to provide feedback to students through assignments, assessment of learning, interacting with students and encouraging students to further develop students' interest in learning. (Pertiwi et al., 2023, pp. 670–671)

Motivation to learn is not constant, sometimes increasing and sometimes decreasing. Learning motivation should remain stable at a good level, this requires efforts to increase student learning motivation. Efforts to increase student learning motivation include encouraging students to learn; provide realistic expectations; providing incentives; provide direction. (Rahman, 2022, p. 296) Considering that motivation has a very urgent role in learning, both in planning, implementation, evaluation and achievement. The indicators that are possessed in the learning process are: high desire to learn, enthusiasm in learning, self-confidence, great desire to know, full concentration when studying, results, motivation has an important role in learning, difficulties are considered as challenges that must be resolved, full of optimism about

what is done, tenacity, has high patience and reasoning. If students fully own these indicators, educators will feel comfortable, happy to provide material, optimal and enthusiastic in carrying out the process of teaching and learning activities in the classroom (Wina Wardiana, 2022). Highly motivated teachers tend to create a conducive and interactive learning atmosphere. This makes students more interested and motivated to learn. Active learning will increase students' understanding of the material, which ultimately contributes to learning achievement which ultimately contributes to better learning achievement.

Teacher motivation will cause an encouragement for students to carry out their wishes in learning. This motivation is the most important thing in the teaching and learning process because motivation has a main function and role in the implementation of teaching and learning activities to achieve learning goals. Motivation is a strong drive or intention and sincerity to do a job as well as possible. Teacher motivation is seen as a mental impulse that moves and directs human behavior, including helping to foster students' interest in learning. Teacher motivation contains the desire to activate, mobilize, channel and direct students' learning attitudes and behavior. Motivating students is about creating conditions in such a way that students are willing to do what they can to stimulate their interest in learning. (Warohmah, 2022, p. 842)

According to Sudirman, there are three functions of learning motivation, namely as follows:

- a) Encourages humans to act as a driving force or motor that releases energy. Motivation in this case is the driving force of every activity that will be carried out.
- b) Determining the method of action, namely towards the goal to be achieved. In this way, motivation can provide direction and activities that must be carried out in accordance with the formulation of the goal. (Bundu, n.t., p. p. 15)

From the results of research conducted by the author, there are factors that influence learning achievement, namely specific internal factors and external factors. One of the learning achievements that is influenced by internal factors is achievement motivation. Achievement motivation is closely related to student learning achievement. Achievement motivation is really needed in students, the better the achievement motivation in students, the better their learning achievement will be, on the contrary, the smaller the student's motivation for achieving, the smaller the student's achievement in learning. Motivation can be said to be the overall driving force within students which ensures continuity and provides direction to learning activities, so that learning goals can be achieved. It is very clear that motivation functions to encourage humans to act, determine the direction of actions to achieve goals and select actions, namely which actions will be carried out. (Giawa et al., 2020, p. 143)

There are many things that can influence student learning achievement, including the way the teacher conveys learning material in class, the teacher's skills in teaching and explaining. Meanwhile, students' achievement motivation can be seen from how students' attitudes are oriented towards the future, like challenges and are tenacious in learning. Providing motivation to a student means moving a student to do something or want to do something. In the initial stages, this will cause the learning subject to feel a need and want to do something learning activity. (Kholifah, 2010, p. 19) Based on this research, it is known that the achievement motivation variable and

the teacher's teaching style have a significant influence on student learning achievement. One of the internal factors is achievement motivation, achievement motivation is really needed in students, because with high achievement motivation, students will be more enthusiastic in achieving their desired goals. Meanwhile, the external factor that influences learning achievement is the teacher. Teachers play a very active role in educating and developing experience. Educators must have the option to adapt their teaching style to students' circumstances, so that students learn more easily to understand what is explained by the teacher. Teachers must also learn through the use of learning media or through interesting learning techniques, so that students can more effectively understand what is being studied. (Aulia & Susanti, 2022, p. 275)

Motivation as the main factor in learning functions to give rise to, underlie and drive learning actions. According to research results, most students who are highly motivated will try hard, look brave, don't want to give up, and read actively to improve their learning achievements and solve the problems they face. On the other hand, those who have low motivation appear indifferent, easily give up, their attention is not focused on learning, which results in students experiencing learning difficulties. Motivation moves individuals, directs actions and chooses learning goals that are felt to be most useful in the individual's life. By studying motivation, you will find out why individuals do something because individual motivation cannot be observed directly, whereas what can be observed is the manifestation of that motivation in the form of behavior seen in the individual, which will at least be close to the truth of what is the motivation of the individual concerned (Rahman, 2022, p. 300). In terms of motivation, teachers need self-control to continue to be motivated. It is understandable that conditions during online learning give rise to new problems in the learning process, however teachers must continue to be motivated to provide good service and examples for their students. Increasing motivation can be done by involving teachers in online teaching training. In this way, the teaching and learning process can be adjusted by the teacher and can still be understood and interesting for students and will ultimately increase student achievement. (Budiningsih et al., 2022, p. 158) The teaching and learning process is the core and process of formal education with the teacher as the main role holder. In the learning process, most of the students' learning achievements are determined by the role of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage the learning process, so that student learning achievement is at an optimal level. (Sugama, 2019)

Motivation in learning is very important because it is one of the incentives for someone to learn. In learning activities, motivation can be said to be all the driving force within the student that moves him to give rise to learning activities, which can be a direction and guarantee the continuity of learning activities. So, it can be interpreted that students who do not have motivation in learning, no learning activities will occur for these students. The low level of learning motivation among students has implications for hampering the achievement of educational goals and can be a threat to the nation's progress. So, the problem of low learning motivation must be handled appropriately (Tohlaeh & Iman, t.t., p. 9)

In an effort to increase children's learning motivation in learning activities at school, there are several steps that teachers can take, as stated by Sardiman, namely:

- a) Giving numbers. Numbers in this case are a symbol of the value of the learning activity. Many students actually want to achieve good

numbers/grades. So what is being pursued is only good test scores or report cards. For students, good numbers are a very strong motivation. What teachers need to remember is that achieving these numbers is not yet a true and meaningful learning achievement. It is hoped that these numbers will be linked to affective values, not just cognitive ones.

- b) Prizes can be a strong motivation, where students are interested in a particular field that will be given a prize. This is not the case if the prize is given for work that the student finds uninteresting.
- c) Competition Competition, whether individual or group, can be a means of increasing learning motivation. Because sometimes if there is competition, students will become more enthusiastic in achieving the best results.
- d) Ego-involvement Raising awareness in students so that they feel the importance of the task and accept it as a challenge so that working hard is an important form of motivation. Students can be cognitively involved in the form of hard work, namely by looking for ways to increase motivation.
- e) Giving Tests Students will study harder if they know there will be a test. But don't do tests too often because it will be boring and will become mere routine.
- f) Knowing Results Knowing learning achievements can be used as a motivational tool. By knowing their learning achievements, students will be encouraged to study harder. Moreover, if learning achievement is progressing, students will definitely try to maintain it or even be motivated to improve it.
- g) Praise If there are students who successfully complete their assignments well, they need to be given praise. Praise is a form of positive reinforcement and provides good motivation for students. It must also be given at the right time, so that it will foster a pleasant atmosphere and increase learning motivation and at the same time will raise self-esteem.
- h) Punishment is a negative form of reinforcement, but if given appropriately and wisely, it can be a motivational tool. Therefore, teachers must understand the principles of giving punishment. (Suprihatin, 2015, pp. 75-76)

Based on the results of research data in this study, it can be said that the teacher has provided learning motivation to students in the form of praise, grades and so on so that students get good results. Therefore, this shows that there is an influence between providing teacher motivation on student learning achievement, although student learning achievement is not only influenced by teacher motivation, but there are still other factors that influence it. And it can be concluded that, Motivation functions as a driver and guide for someone to achieve something they want. Motivation in learning means generating and giving direction to the impulse that causes individuals to take action in learning. As the function of motivation in the teaching and learning process itself is: (1) generating and changing interest in teaching and learning, (2) increasing enthusiasm for learning, (3) increasing students' attention in learning, (3) providing optimal conditions for the learning process. (Hakim & Gejik, t.t., p. 3)

Achievement is the result of an activity that has been carried out, created either individually or in a group. Achievement will never be produced as long as someone never carries out an activity. Achieving achievements is not easy, but we have to face various obstacles and obstacles, only tenacity and self-optimism can help us achieve it.

Meanwhile, learning is an effort to adapt to the conditions or situations around us. Adapting includes gaining skills, new understandings and new attitudes.

The definition of learning achievement is an indicator of the quality and quantity of knowledge mastered by students in understanding school subjects. So from the definition above, it can be seen that what is meant by entrepreneurial learning achievement is evidence of students' success in mastering the entrepreneurship training program through learning evaluation stages expressed in grades (Kholifah, 2010, p. 31). The influence of teachers on student learning achievement is quite large, because teachers are human figures who must be the idols of their students. The duties and responsibilities of a teacher are closely related to the abilities required to hold a position as a teacher, so that he can carry out his duties well. Usman stated that improving teacher performance should be able to give rise to teacher quality improvement programs that are based on a process of planning, implementation, monitoring and controlling the quality of teacher performance which is capable of giving birth to teacher self-development and school organizational development. (Fatmasari, 2014, p. 483)

Learning achievement and the factors that influence it will provide an idea of how learning achievement is obtained. Learning achievement is the result obtained from following lessons at school, so there are many influencing factors in achieving it. Learning achievement and the factors that influence it are classified based on; internal factors and external factors. In learning, students will experience both internal and external influences. Internal influence is influence that arises from within oneself, while external influence is influence that arises from outside the student. This is in line with Gesalt theory. Learning is a developmental process. This means that naturally the child's body and soul experiences development. Development itself requires something both from the student himself and influences from his environment. Learning achievement shows the progress experienced by students in everything students learn at school that concerns knowledge or skills. Learning achievement is the result of a learning process accompanied by changes achieved by a student and is expressed in the form of symbols, numbers, letters and sentences as a measure of the success achieved based on predetermined standards. (Salmiah et al., 2021, p. 108)

1. Internal factors. This internal factor is related to the influence that comes from the person who is learning himself. Learning achievement and the factors that influence it come from internal factors, namely: students' intelligence, readiness, motivation, interests and study habits.
2. External factors. External factors are factors that influence learning achievement that come from outside a learner. There are various external factors that influence learning achievement. Factors that influence learning achievement that come from external sources include: education costs, learning facilities, guidance from parents, teachers, curriculum and so on (Mutmainnah & Hartati, 2021, p. 12).

According to Drs. these factors. H. Abu Ahmadi and Drs. Widodo Supriyono comes from within the student (internal factors) and from outside the student (external factors).

Factors that influence learning achievement can be divided into two groups, namely:

- b. Internal factors

Internal factors are factors that arise from within the child himself. Internal factors are the needs and desires that exist within a person. According to Ngalim Purwanto, these factors include:

- 1) Physiological factors, namely physiological actors are factors related to physical conditions. This factor is divided into two. First, physical condition. A healthy and fit physical condition will have a positive influence on individual learning activities. On the other hand, a weak or sick physical condition will prevent maximum results from being achieved. Second, the state of physical or physiological functions. (Kompasiana.com, 2020)
- 2) Psychological factors, namely interest, level of intelligence, motivation and so on. 25 For more details, it will be explained as follows:
 - a) Physiological factors Physiological factors are physical conditions and sensory conditions. And among the physiological factors that influence student learning achievement are their physical condition and sensory organs.
 - b) Psychological Factors Psychological factors are interest, level of intelligence, motivation, talent, emotions and mental attitude. Psychological factors that provide certain conditions for learning events so that they influence learning achievement.

c. External factors

External factors are factors that can influence a person's motivation that originate from the external environment, namely the environment that is linked to achieving these goals. (Alvianie, 2014, p. 51) Factors that greatly influence student learning achievement come from outside the child, such as the cleanliness of the house, hot air, the environment and so on.

The factors included in these external factors include: family factors, school factors, and community factors:.

- 1) Family factors, family environmental factors are the main things in the educational environment that have an influence on student education. In the family environment, students have received education since childhood, such as religious education, moral values and skills. (Iskandar, 2021)
- 2) School Factors, Schools are also one of the factors that influence education because that is where students will study and learn other things. At school, children will also start to interact with people outside their family who come from different backgrounds, different upbringing patterns, different values and so on.
- 3) Community factors. where the child or student lives. Good education given in the family or school can be in vain if the child is in a bad environment, for example in the middle of socializing with children who like to fight (Factors that Influence Education in Indonesia, What Are They?, 2022)

There are many other factors that can influence a person's learning achievement. So it is the duty of parents and educators to understand deeply, so that in the future they can develop their children/students individually and effectively. (Kholifah, 2010, p. 59)

The student's learning motivation and teacher teaching methods will be higher, the higher the student's Basic Banking Learning Achievement will be. This is in line with the framework of good learning motivation. Students who have high motivation tend not to give up easily and will try to improve their achievements. On the other

hand, students who have low learning motivation tend to give up easily so they do not achieve well. As an educator, teachers need to understand what their students want, including understanding students' needs for achievement, because each student has varying achievement needs, it is important for teachers to understand that some students may have low achievement motivation. Some of them tend to be afraid of failure and are reluctant to take risks in an effort to achieve high learning achievements. Even though many students have high motivation to achieve, the desire to succeed is considered high if it comes from the student's own internal motivation. Students with high achievement motivation will try hard both individually and in competition with their classmates. Students who attend school bring varying understandings about themselves as a whole and specifically about their abilities. They form an image of themselves as individuals and their abilities in dealing with the environment. This takes the form of a label or image that students have about themselves, which may not be visible to teachers but has a significant impact on the student's learning process. This image begins to form through interactions with other people, including family, peers, and adults, and this influences their learning performance at school. (Suparman & Junaidin, 2023, p. 3951) Teaching Methods A good teacher will make it easy for students to accept the material being taught. If the teacher's teaching method applied is appropriate then this will be able to improve Basic Banking Learning Achievement. A good teaching method will make students pay more attention to the teacher when explaining the material so that the material presented can be well absorbed by students and will have a positive influence on students' Basic Banking Learning Achievement. (Santosa, t.t.)

One of the duties of a teacher is to raise the enthusiasm and motivation of students so that they want to learn. To raise students' motivation to learn, teachers should try to do various things. The following are several ways to generate extrinsic motivation to foster intrinsic motivation:

- 1) Competition (Competition) Teachers try to create competition among their students to improve their learning achievements, try to improve the results of achievements that have been achieved previously and overcome the achievements of others.
- 2) Pace Making (making temporary or immediate goals) At the beginning of teaching and learning activities, teachers should convey to students the learning goals they will achieve. So that in this way students try to achieve the learning objectives.
- 3) Clear goals Motives encourage individuals to achieve goals. The clearer the goal, the greater the value of the goal for the individual concerned and the greater the motivation in carrying out an action.
- 4) Perfection for success Success can create a sense of satisfaction, pleasure and self-confidence, while failure will have the opposite effect. Thus, teachers should provide many opportunities for children to achieve success on their own, of course with the teacher's guidance.
- 5) Great interest Motives will arise if individuals have great interest.
- 6) Conduct assessments or tests. In general, all students want to study with the aim of getting good grades. This is proven in the fact that many students do not learn if there are no tests. However, if the teacher says that the day after tomorrow there will be an oral exam, then students will study hard by

memorizing in order to get good grades. So, numbers or grades are a strong motivation for students. (Bahar, t.t., pp. 4-5)

Learning achievement is learning achievement that can be measured by evaluation. Measuring learning achievement is usually done using a test tool, with this test tool a quantitative estimate of the achievement is known. Learning achievement tests that are commonly used are formative tests, summative tests, diagnostic tests, final learning tests and so on. The measurement of learning achievement is given a value to provide meaning. (Bunyamin & Faujiah, 2014, p. 15)

Student learning achievement can be influenced by two factors, namely teacher motivation and competence. A teacher who has high motivation and has high teacher competence shows high work enthusiasm and tends to have better or higher performance. High student learning achievement is demonstrated by the teacher's attitude in carrying out their duties well and with a sense of responsibility. Meanwhile, if it is related to the conditions of human life which are currently developing, then high student learning achievement can be used as an absolute requirement, which is developed in life because this will open up people's views and attitudes in valuing hard and serious work highly, so as to eliminate the attitude of working haphazardly. (Anggraini et al., 2023) No matter how perfect the methods used by teachers during the teaching and learning process are. However, if students' motivation to learn is lacking or even non-existent, then students will not want to learn which will result in learning achievements not being achieved. So if students' learning motivation is high, it is hoped that their learning achievement will also be high, and vice versa. (Bunyamin & Faujiah, 2014, p. 9)

Based on the research results, the author feels it is necessary to analyze why this happens. Increasing the learning achievement of students is the main goal of the learning process, because the success of learning goals is the goal of education. Syahril Yusuf (2019) who determines the relationship between motivation and learning achievement. There are two types of motivation used in this research, namely intrinsic motivation (health factors, psychological factors, interests, talents, intelligence and readiness) and extrinsic motivation. The research results showed that these two motivations were related to student learning achievement. The relationship between intrinsic motivation is in the sufficient category, while the relationship between extrinsic motivation is in the strong category. (Rahman, 2022, p. 300) This is due to the existence of various factors that can influence student achievement, influence is not the only factor. These other factors can include teacher motivation, environment, parental attention, teacher attention, and so on. The results of the research can be used by further researchers as reference material to improve the quality of education if they are linked to learning motivation and classroom management as well as student learning achievement and can carry out broader and deeper further research. The importance of this research is that considering the important role of motivation for students in learning, teachers are expected to be able to generate and increase their students' learning motivation. In order for students to achieve optimal learning achievement, students must have high learning motivation, even though in reality not all students have high learning motivation in learning. (Hidayatullah, 2021, p. 1452)

E. Conclusion

Based on the research results, it can be seen that professional teachers are a determining factor in a quality education process. Teachers have a very important role in student motivation and achievement, such as being a demonstrator, class manager, mediator, facilitator, evaluator and motivator for students so that students can achieve their learning achievements. Therefore, it is hoped that educators will always pay attention to their facilities and competencies so that the learning goals and ideals of Indonesian education can be achieved. Commenting on the low quality of education today is an indication of the need for professional teachers. Teachers in the current era of information and communication technology do not just teach (transfer of knowledge) but must become learning managers. It can be concluded that motivation is carried out with the aim of providing encouragement or enthusiasm to students so that they can be more active and more serious in studying so that they can get better results which will later create good achievements and can make students into quality human resources.

Achievement motivation and teacher teaching style influence student achievement in learning. To improve student learning achievement, schools must work on every supporting part in educating and developing experience and encourage students to further develop student achievement in economic learning, and teachers can adapt teaching styles to student needs. The Importance of Learning Motivation in Improving Learning Achievement. The influence of achievement motivation on student achievement. Achievement motivation plays an important role for students to achieve good learning achievements. Students with good achievement motivation will have more desire to learn so they can achieve their desired goals. Compared to students who have little motivation, students with great achievement motivation will carry out the learning process more actively, actively and precisely. Therefore, it can be concluded that achievement motivation influences student learning achievement.

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